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College of Education
& P-16 Integration

BYLAWS

Approved by Faculty: August 22, 2023

Approved by Dean: August 22, 2023

Approved by EVP and Provost: September 18, 2023

The UTRGV logo, featuring the letters "UTRGV" in a bold, sans-serif font. The "U" and "T" are orange, while "R", "G", and "V" are dark grey. A small trademark symbol (TM) is to the right of the "V". The logo is centered between two large, stylized orange and white triangular shapes that point towards the bottom corners.

UTRGV

Where Excellence Matters

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BYLAWS

COLLEGE OF EDUCATION AND P-16 INTEGRATION

PREAMBLE

These Bylaws provide a framework within which the faculty of the College of Education and P-16 Integration participates in the educational and decision-making processes of the College. These Bylaws are valid to the extent that they comply with policies, procedures, and processes set forth by the State of Texas, The University of Texas System Regents' Rules and Regulations, The University of Texas Rio Grande Valley (UTRGV) Handbook of Operating Procedures (HOP), and the Guidelines established by the Office of the EVP and Provost.

ARTICLE I: Name

This organization shall be known as the College of Education and P-16 Integration (CEP) at The University of Texas Rio Grande Valley. It is comprised of the Office of Educator Preparation and Accountability; the Office of Field Experiences; the following Academic Departments: Bilingual and Literacy Studies, Counseling, Human Development and School Services, Organization and School Leadership, and Teaching and Learning; and the Counseling Training Clinic.

ARTICLE II: Membership

The General Faculty of CEP shall consist of all full time faculty members within the College (i.e., tenured, tenure track, professors in practice, and full time lecturers). This includes CEP faculty holding joint positions in other colleges, institutions, or agencies.

ARTICLE III: Vision, Mission, and Values

Vision

The College of Education and P-16 Integration is set to serve the Rio Grande Valley and beyond as a model of a Hispanic-Serving Institution (HSI) that strives to lead the inclusive preparation of diverse educators, education leaders, education researchers, as well as the conduction of community-oriented research that in due course reaches a national impact.

Mission

Through systems of shared governance, faculty and staff of the College of Education and P-16 Integration (CEP) is committed to academic excellence in a caring, student-centered culture that serves the broader community. We prioritize research that meets the interests and challenges of our borderlands region.

Values

Fairness Defined.

The CEP defines fairness as “applying consistent standards and criteria in a manner that is reasonable and just as it pertains to the individual’s discipline, and roles and responsibilities essential to fulfill attainment of the department’s and CEP’s respective vision, mission, and goals.”

Fairness Operationalized.

Areas of Responsibility in which the value of Fairness is deemed essential to enhancing climate in the College of Education and P16 Integration and the desired practices/behaviors related to each area are delineated below as they apply to faculty, staff, and students.

Faculty

Teaching: Assign courses in an equitable manner. Allow faculty to teach at all levels and to teach courses the faculty is best suited for the benefit of students.

Research: Review scholarly activity in a consistent manner and provide support, aligned to the individual faculty’s discipline.

Service: Provide equitable distribution of service opportunities without impeding and preferably promoting research and teaching responsibilities.

Evaluation: Faculty evaluation process should include clear and descriptive, collaboratively designed criteria, in order to objectively judge faculty in scholarship, teaching, and service; each evaluation level should provide assurances that when evaluating faculty, trained evaluators adhere to the established criteria.

Mentor Junior Faculty: Establish clear, descriptive, collaboratively designed criteria and quality measures, for mentoring junior faculty. Mentors shall receive equitably distributed assignments that are supported by professional development and properly credited for workload purposes.

Advising and Mentoring Students: Establish clear, descriptive, collaboratively designed criteria and quality measures for advising and mentoring students. Mentors shall receive equitably distributed assignments which consider, to the extent possible, alignment between student and faculty field of study, and to include professional development for advisement.

Staff

Roles and Responsibilities: Allow staff input and ensure staff are provided clear, accurate and timely information regarding their roles and responsibilities.

Evaluation Process Criteria: Staff evaluation process should include clear and descriptive, designed criteria in order to objectively and collaboratively evaluate performance of duties/responsibilities assigned and evaluation should be performed by trained supervisors /evaluators.

Evaluation Criteria: Evaluation criteria and process should be shared with staff prior to evaluation

Evaluation Response and Appeals: Staff will be provided opportunities to discuss their evaluation prior to, during, and after the evaluation. Dissenting opinions should be included in the final evaluation. Staff have the right to appeal in accordance with the UTRGV HOP.

Administrative Assistants Training: Administrative assistants who evaluate work study students will be trained and credited for this responsibility.

Students

Information Provided: Students will receive clear, accurate and timely information regarding program requirements, degree plan, certification plans, program handbook, etc. by their assigned faculty mentor/ advisor Office of Educator Preparation and Accountability, and program coordinator and department chair.

Students' Concerns and Issues: Students' concerns, issues, and grievances should follow the UTRGV HOP.

ARTICLE IV: Organizational Structure

CEP's Organizational Structure and description of duties are depicted in Appendix "A" and Appendix B and may be modified or adjusted to meet changing demands of the college.

ARTICLE V: Meetings

Section 1. General Meetings.

A meeting of the General Faculty shall be held at least twice a year. Special meetings may be called by the Dean or by a petition signed by at least one quarter of the General Faculty.

Notice of meetings of the General Faculty shall be delivered by e-mail no less than seven calendar days prior to the set meeting time.

Agenda items requiring action of the General Faculty can be submitted to the Dean via e-mail up to five working days prior to the meeting date. Items not included on the agenda may be raised as new business at the meeting.

Section 2. Special Meetings. Special meetings of the General Faculty may be called by the Dean, with the purpose stated in the call. Special meetings called by petition of the faculty must be held within 14 calendar days of the delivery of the petition to the Dean's office.

Section 3. Meetings of the Standing Committees. A meeting of each Standing Committee (listed in Article V) shall be held at least twice per year. Unless otherwise noted in Article VI, standing committees will adhere to the following:

Appointment of Committee Members: The department representatives to the standing committees shall be solicited by the chair from interested full-time faculty members, in consultation with departmental faculty.

Leadership of Committees: Each committee chair shall be elected from among the committee members at the first meeting of each academic year. The committee shall select a recording secretary. Both will serve for a period of one year but may be re-elected during the faculty member's term on the committee.

Length of Terms: All standing committee appointments will be for one consecutive three-year term unless otherwise determined by the committee. At the start of each academic year each standing committee should attempt to maintain staggered terms as provided in Appendix C. Multiple consecutive terms are permitted..

Meeting Schedule and Quorum Requirements: Committees shall meet at least once each fall and spring semester. Additional meetings will take place as necessary in order to meet the charge of the committee. A quorum to conduct the official business of the Committee consists of voting members present. A simple majority of members present shall decide an action of the Committee at a meeting.

Voting Procedures: Decisions and recommendations shall be approved by the members present and by unanimous consent or by majority vote by voice, show of hands, electronic vote, or anonymous ballot as appropriate. Committees should weigh the importance of the issue being voted upon to determine the voting method and timeframe for casting votes. An ex-officio committee member, unless otherwise noted, is a nonvoting committee member unless also serving in the role of departmental representative on the standing committee.

Action by Unanimous Consent without a Meeting: An action may be taken by unanimous consent in writing or by electronic transmission without a meeting. The writing or electronic transmission shall state the action to be taken, and be signed and dated, on paper or digitally, by each member of the committee. The writings and/or electronic transmissions shall be filed with the minutes of the proceedings of the committee. “Electronic transmission” means any form of electronic communication, such as email, not directly involving the physical transmission of paper, that creates a record that may be retained, retrieved and reviewed by a recipient thereof, and that may be directly reproduced in paper form by such a recipient.

Meeting Participation: One or more members may participate in a meeting of the committee by means of a remote electronic communication system, including telephone or videoconferencing technology or the Internet, only if the communication means provides access to the meeting in a manner or using a method by which each person participating in the meeting can communicate concurrently with all other participants with access to all documents, visual aids, and discussion presented at the meeting.

Reporting Requirements: Within a week following the meeting, the recording secretary of the meeting shall circulate to the members in attendance a draft form of the minutes. The draft minutes also shall be attached to the agenda for the next meeting and shall be presented for approval. Once approved, and corrected, if necessary, the approved minutes and agenda for the reported meeting shall be posted to a secure CEP electronic file-sharing platform accessible by appropriate constituents.

Parliamentary Procedure: Except as otherwise provided herein, or by unanimous consent of the members, the procedures governing CEP standing committee meetings shall be in accordance with the latest edition of Robert's Rules of Order.

Dismissal from Academic Standing Committee: A committee member may be dismissed from a standing committee for non-participation. After consulting with the committee members, the committee chair shall inform the corresponding department chair to seek a replacement.

Unanticipated Vacancy: If a standing committee vacancy occurs before the normal end of term, the corresponding department chair, in consultation with his or her faculty will identify a replacement.

Standing Committees' Use of Subcommittees: Standing Committees may utilize ad hoc subcommittees for specialized/focused issues. Subcommittees shall be chaired by a Standing Committee member. Composition of subcommittee membership shall be determined by the subcommittee chair and may include non-standing committee members. Non-standing committee members shall have no vote on Standing Committees.

ARTICLE VI: Standing Committees

Section 1. General Guidelines (unless otherwise noted in Section 2, standing committees will adhere to these guidelines)

Section 2. List of Committees

Educator Preparation Committee (EPC)

1. Committee reaches consensus on issues relating to policies and implications on curriculum, candidates' denials of admission, academic infractions, certification, testing and criminal background check reviews.

The committee comprised of CEP-faculty is responsible for monitoring candidate requirements for both initial certification and professional certification programs. Included in the responsibilities are review of issues relating to post baccalaureate program and student teaching/internship admission, student adequate progress, and review of academic and other infractions. Members of the committee may serve as a special committee to review other matters relating to initial and professional certification programs. In addition, this committee serves to review criminal background history cases of students. The committee reviews curricular and policy changes (including initial certification and professional certification) impacting teacher education, post baccalaureate and graduate programs leading to state certification. The Director of the Educator Preparation and the Director of Field Experiences also serve as ex-officio members, co-chairs, of the committee; all non-voting members. The non-voting members facilitate discussions and provide information as necessary. The Educator Preparation Committee shall at no time override the department faculty decisions regarding curricular and policy changes (including initial certification and professional certification) impacting teacher education, post baccalaureate, and graduate programs leading to state certification, unless such changes are in direct conflict with state law or regulation.

Curriculum Committee

Eligible tenure-track, tenured, and non-tenure-track faculty initiate program changes in the curriculum. Academic programs are the purview of the faculty within that program. Therefore, changes to the program should be fully vetted by program faculty and approved. Department chairs oversee the academic programs and must approve curriculum requests. Once approved by the chair, the requests should be presented to the CEP Curriculum Committee for approval.

The CEP Curriculum Committee will be comprised of five members, one from each department in the College of Education and P-16 Integration, along with the Associate Dean for Graduate Studies and the Associate Dean for Undergraduate Studies who will serve as non-voting ex officio members. Department representatives will be elected by each department. Members will serve a minimum of one 3-year term. Terms will be staggered to allow for consistency across time.

Charge

The purpose of the CEP Curriculum Committee is to examine curricular proposals and program changes from the broad perspective of the College with consideration to College mission, vision and goals. The committee will review and vote on curriculum and program changes. The Curriculum Committee shall at no time override the department faculty decisions regarding curricular and policy changes (including initial certification and professional certification) unless such directly impact the delivery of another approved program in the college other than those programs in the originating department or are shown to be in conflict with the mission of the University or the College.

These proposals will be sent to the Dean and, if approved, forwarded to the University Undergraduate Curriculum Committee or Graduate Curriculum Committee for final decision. University Curriculum Committees meet monthly. If not approved, the proposal will be returned to the program for revision and resubmission. The CEP Curriculum Committee will also meet monthly unless there are no requests to review.

Any proposed changes that potentially impact other departments and/or colleges in the university, must be discussed with the respective department/college and evidence of this communication should be documented.

Curriculum change (as per ADM 06-202)-"refers to, but is not limited to, any additions, deletions, or revisions to courses, programs, degrees, majors and certificates including the requirements for admission, progression and completion."

Undergraduate Recruitment and Outreach Committee

The Undergraduate Recruitment and Outreach Committee (UROC) will serve to promote the academic programs, events and activities in the College. The goal is to have a strong presence in the Rio Grande Valley by offering professional knowledge, academic programs of study, and other information to prospective students, families, businesses and other community members.

Composition

The CEP Undergraduate Recruitment and Outreach Committee will be led by the UG Outreach Representative as a member of the University Recruitment Council to coordinate college, and university schedules for participation at school and community events. The committee will consist of the Associate Dean for Initial Preparation Programs and Academic Affairs, the Outreach Representative and Office of Educator Preparation and Accountability Program Coordinator, ex-officio members. Departmental faculty representatives will join the committee as needed to support program specific recruitment and outreach goals.

Charge

The purpose of the committee is to provide organization and systematic planning for disseminating and promoting of undergraduate academic programs and educational opportunities in the college. The committee will work with university-level agencies to coordinate and manage recruitment efforts in K-12 schools, community, and businesses.

UROC will review and update the CEP website, social media, and materials used for recruitment and outreach purposes of undergraduate programs

- Work closely with university-sponsored Recruitment and Scholarship Department

Revisions Approved by Faculty – August 22, 2023; Approved by Dean – August 22, 2023; Approved by EVP and Provost – September 18, 2023

- Deliver presentations on programs and admissions to schools, community organizations, community colleges and businesses;
- Visit middle and high schools and other learning institutions to publicize CEP UG Programs;
- Organize recruitment events in local community;
Work with workforce solutions and school districts to strategically target groups of students and programs to highlight;
- Collect and analyze data and develop reports to monitor activity.

Timeline

The Committee will meet 3-4 weeks before the beginning of the academic year to plan recruitment and outreach activities for the year. Additional meetings will be scheduled as necessary.

Teacher Preparation Program Standing Committee

A college-level cross-departmental committee, Teacher Preparation Program Standing Committee includes UG department chairs, program coordinators, and faculty engaged continuously on teacher preparation program curriculum alignments and participate in a programmatic continuous improvement process to strengthen and deliver a high-quality teacher preparation program. As core faculty of the teacher preparation programs, the group will have stable membership that includes department chairs, UG program coordinators, and key faculty.

Charge

Work collaboratively to provide review, analysis and feedback on policies, procedures and curricular changes relating to teacher preparation programs. The group works as a networked improvement committee (NIC), a learning group that meets to openly discuss issues relating and impacting teacher preparation with goals of strengthening the quality of the program and clinical experiences.

Membership

Department chairs, UG program coordinators, faculty, and faculty champions serve as members.

General Responsibilities

Maintain open and regular communication across departments relating to teacher preparation programs. Target problems of practice with goal of identifying root causes by applying systems thinking in design of ways to improve. Attend monthly meetings.

Assessment Committee

The College of Education and P-16 Integration (CEP) Assessment Committee is composed of faculty representing every department in the CEP and ex-officio staff members. The committee is organized into faculty-led sub-committees. The assessment committee focuses on ensuring continuous program improvement by 1) facilitating and monitoring evidence-based decision making at the program and unit levels, 2) reviewing unit assessments and making recommendations for the development and revision of unit assessments, and 3) overseeing systematic data collection at the program and unit levels. The ultimate goal of the assessment committee is to ensure a culture of inquiry guides decision-making in the CEP.

The CEP Assessment Committee meets regularly and is governed by the following policies:

1. The CEP Assessment Committee shall be composed of 15 members:
 - a. Ten members shall be full-time, faculty members representing each of the 5 departments of the CEP.

- i. Each department chair shall appoint two full-time faculty members to serve on the CEP Assessment Committee.
 - b. The CEP data expert and the College of Education assessment expert shall be non-voting ex-officio staff members of the assessment committee and attend all meetings.
 - c. The Associate Dean for Assessment and Accreditation of the CEP, the Director of the Office of Educator Preparation and Accountability, and the Director of Field Experiences shall be non-voting ex-officio members of the assessment committee.
 - d. Of the ten departmental faculty members on the committee, one faculty member with expertise in research, statistics, psychometrics, and assessment instrument development and validation shall serve as the assessment committee research consultant.
2. Each of the 10 full-time faculty members of the assessment committee shall serve a minimum of one 2-year term.
 3. Faculty members may serve as many consecutive terms as agreed on by the individual faculty member and the respective department chair.
 4. Members of the assessment committee from the same department shall complete their terms on alternate years.
 5. The Associate Dean for Assessment and Accreditation and one faculty member of the assessment committee shall serve as co-chairs of the committee.
 - a. The co-chair of the assessment committee shall be selected by the members of the committee following a process of nomination and voting.
 - b. The co-chair of the assessment committee shall serve for the duration of his/her term unless otherwise decided by the individual faculty member.
 6. Serving on the CEP Assessment Committee shall constitute service at the college level.

College Council

The College Council of the College of Education & P-16 Integration is committed to ensuring a healthy and robust academic environment through dialogue that supports teaching, learning, research, and general productivity and development of the college faculty and staff. The college council examines general issues and makes recommendations to the General Faculty and the Dean regarding faculty and staff issues such as workload, morale, and internal processes of the college. The council has a sub-committee: the Faculty Research Council.

Charge

The purposes of the College Council are to (1) review faculty development leave applications, (2) provide recommendations for faculty and staff development activities, (3) recommend policies and guidelines around faculty and staff development, and (4) review nominations for CEP faculty and staff awards. The council will also examine general issues and make recommendations to the General Faculty, Dean, and College Leadership Team regarding faculty and staff issues such as workload, morale, and college internal processes.

Membership

Membership is comprised of two faculty members from each department, one staff member from each office/clinic, and one staff member from the academic departments. Each department will establish a process to select the faculty and staff representatives. All committee members will be for one, three-year term unless otherwise determined by the committee. At the start of each academic year, the committee will attempt to maintain staggered terms as provided in Appendix C. To avoid a potential conflict of interest, committee members who apply for faculty development leave or are nominated for an award should inform the committee chair and recuse themselves from all activities related to the reviews.

Faculty Research Council (sub-committee of the College Council)

The purposes of the Faculty Research Council are to participate in the selection of applications for CEP research-related competitions such as (1) review applications for the CEP Graduate Research Assistant program, (2) establish criteria and rubrics for limited submission grant opportunities, (3) review limited submission grant proposals, and (4) provide feedback on other college research-related matters.

Membership

There will be one departmental faculty representative voted to the Faculty Research Council by the College Council membership. At the start of each academic year, the sub-committee will attempt to maintain staggered terms as provided in Appendix C. To avoid a potential conflict of interest, sub-committee FRC members who apply for a research-related competition should inform the committee chair and recuse themselves from all activities related to reviews.

Endowed Chair

The purpose of the Endowed Chair committee is to solicit nominations for the endowed positions from the relevant departments and ensure there is an open and fair search process in which all qualified candidates, internal and external, are given serious consideration. Committee membership will be determined according to the UTRGV HOP Policy ADM 06-403: Endowed Appointments and Reappointments. The committee will adhere to the UTRGV HOP Policy ADM 06-403: Endowed Appointments and Reappointments.

Student Scholarships & Awards Committee

The Student Scholarships & Awards Committee shall administer CEP scholarships and awards. The Committee evaluates applications, makes recommendations to UTRGV, and reports to the Dean to keep her/him informed of all decisions. The Committee shall be composed of one faculty member from each department.

Tenure, Promotion and Annual Review Committee

The Tenure, Promotion and Annual Review Committee shall conduct independent evaluations and provide substantive feedback to reviewed faculty every year, faculty seeking tenure and/or promotion, tenure-track faculty in their fourth year of employment, and other faculty as determined by the UTRGV HOP ADM 6-505 (Faculty Tenure and Promotion) and ADM 6-502 (Annual Faculty Review). These independent evaluations shall highlight each faculty member's strengths and weaknesses, as well as areas for improvement. The Committee shall follow the timeline specified by UTRGV procedures. The composition shall follow the composition of the department [school] Tenure and Promotion Committee specified in the UTRGV HOP: ADM 6-505 (Faculty Tenure and Promotion), Sections E.2.b.ii and iii.

ARTICLE VII: Approval of and Amendments to the Bylaws

Initial adoption of these bylaws requires a simple majority favorable vote of the CEP General Faculty constituting a quorum.

Any standing committee, the Dean, or a petition of twenty-five percent of the General Faculty may propose amendments to the Bylaws.

An amendment to these Bylaws requires a two-thirds favorable vote of the CEP General Faculty constituting a quorum.

The voting procedure for initial adoption, or any subsequent electronic vote, is as follows:

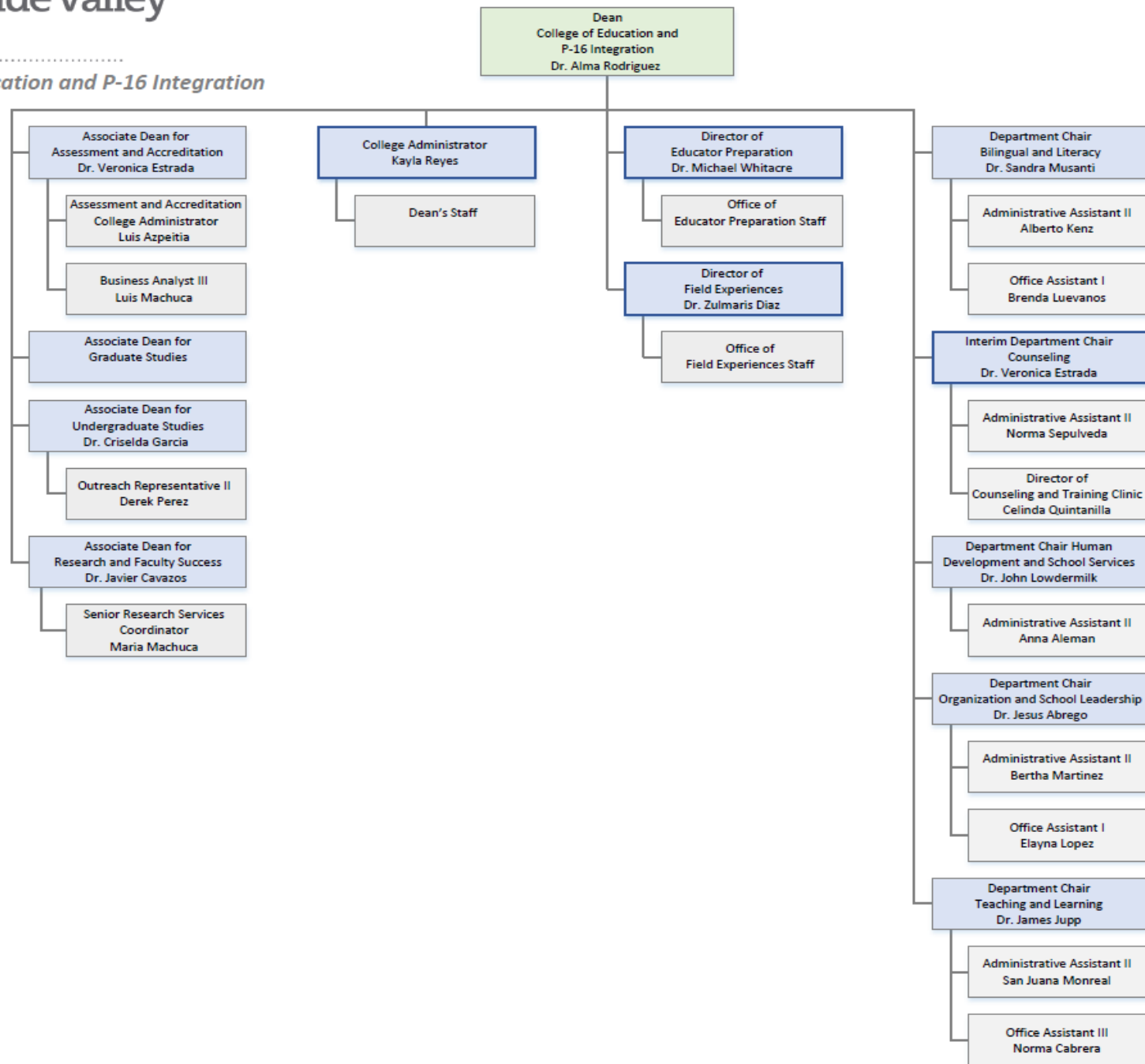
- a. The proposed bylaws or amendments must be distributed to the CEP General Faculty for electronic voting by the Assistant Dean for Administration.
- b. Electronic voting shall be open for at least ten (10) days.
- c. The measure shall pass if (a) a simple majority approves in the case of original adoption, or (b) two-thirds approve in the case of amendments.
- d. The bylaws shall take effect immediately upon approval by the Dean and the EVP and Provost. It is expected that proposed bylaws or amendments will be acted upon by the Dean and Provost in a timely manner. If a resolution is not reached, the faculty reserve the right to request a meeting with the Dean and/or EVP and Provost in order to resolve the issues.

Amendments become effective upon final approval by the EVP and Provost.

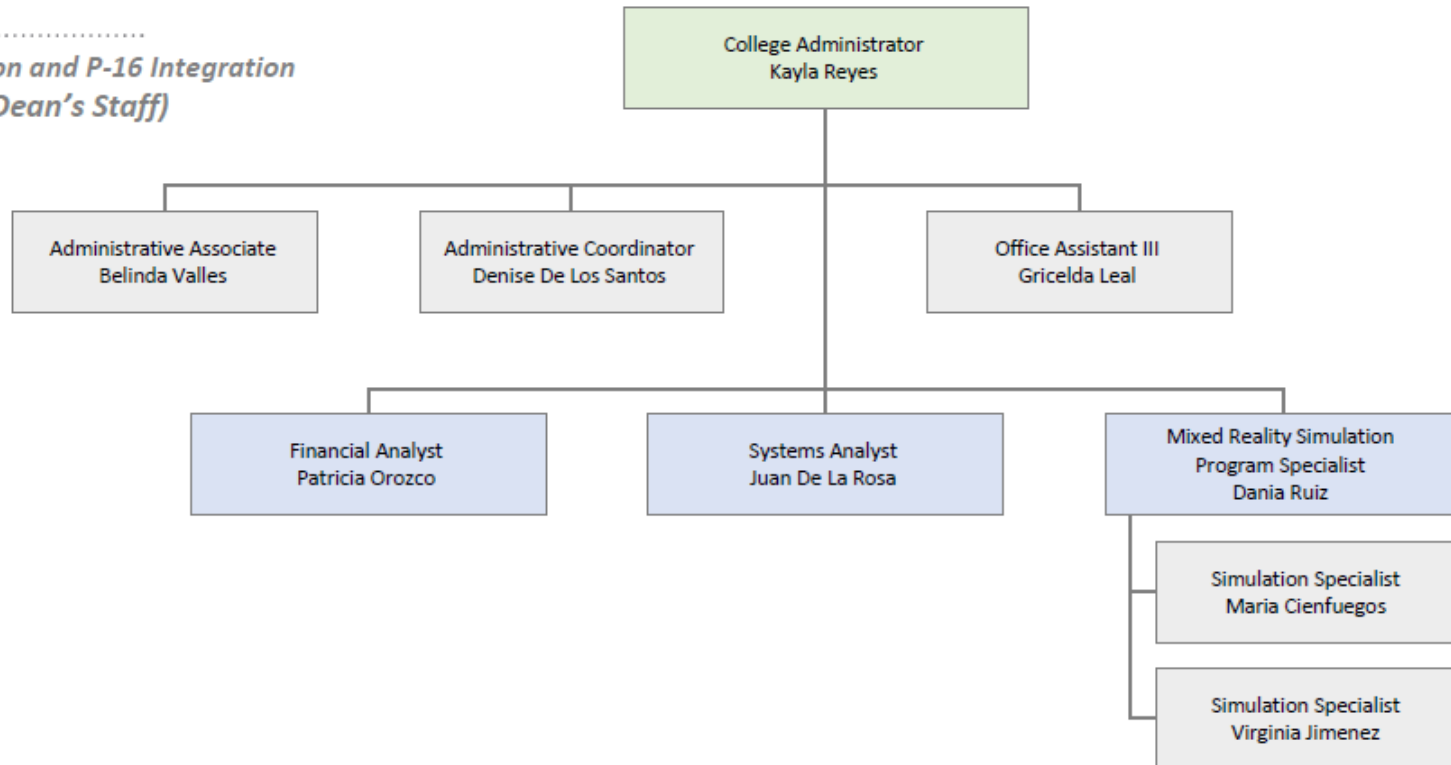
APPENDIX A – ORGANIZATIONAL CHARTS

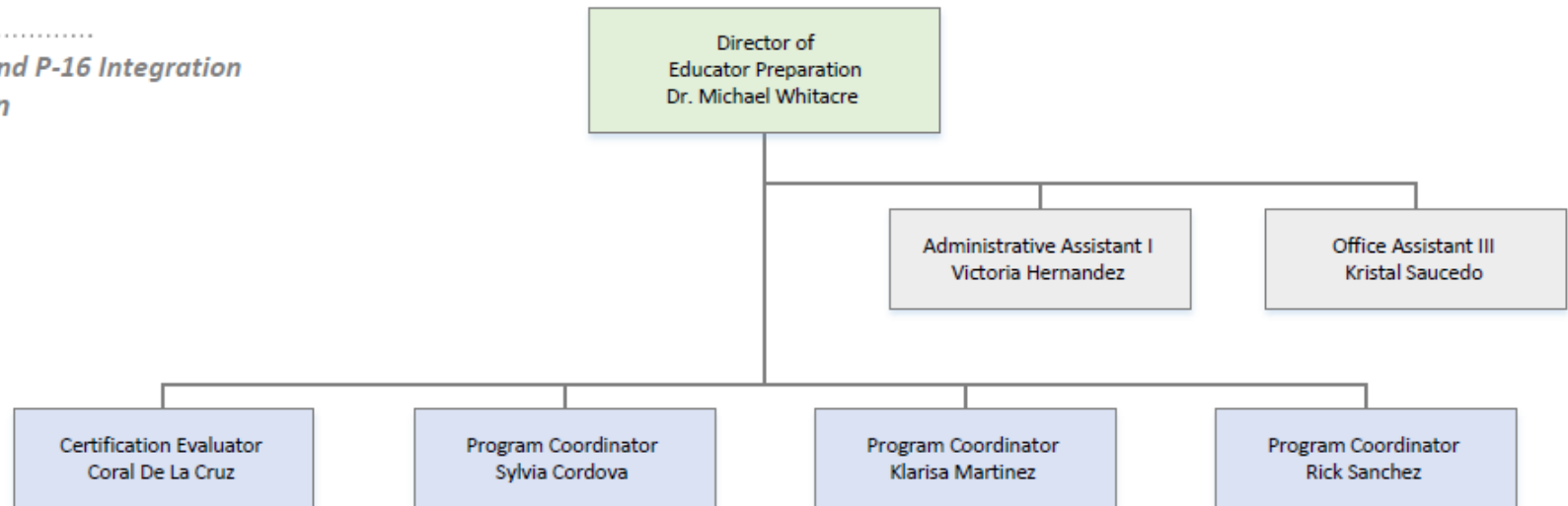
UTRGV COLLEGE OF EDUCATION AND P-16 INTEGRATION

NOTE: organizational structure may be modified or adjusted to meet changing demands of the college.

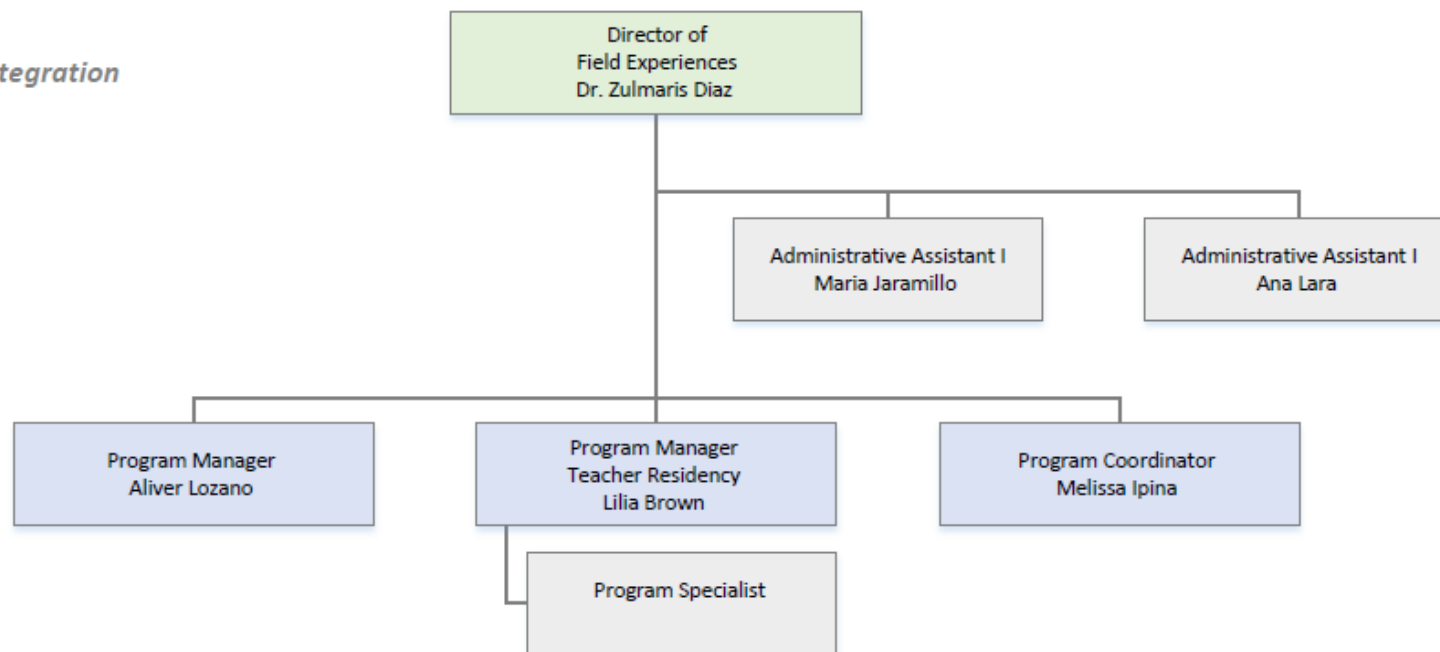


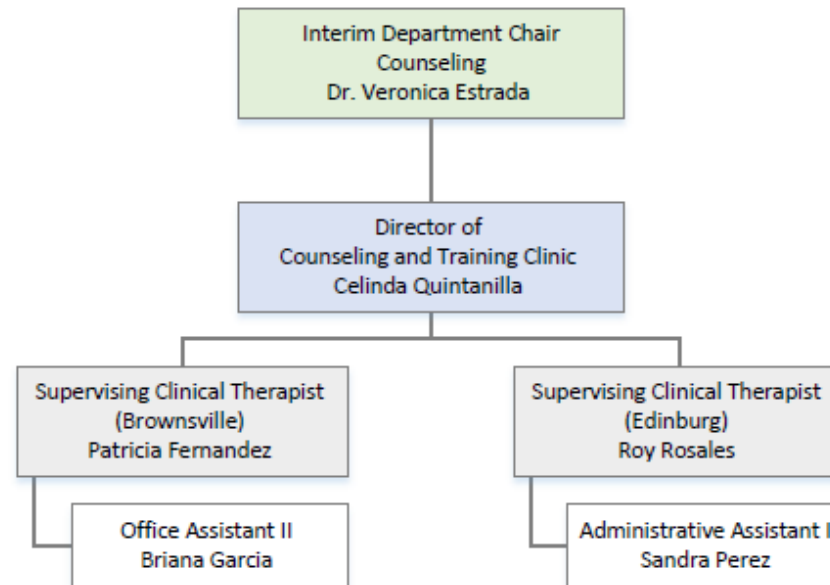
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APPENDIX B – ADMINISTRATIVE POSITION DESCRIPTIONS

The College of Education and P-16 Integration recognizes the importance of collaboration in ensuring high quality, equitable educational opportunities for all students. We are fully committed to engaging all stakeholders in our decision-making and program review and development. Therefore, all administrative positions listed below have student success, continuous improvement, and partnership development at their core. The descriptions below provide a general description of each administrative position but is not meant to be all inclusive.

Associate Dean for Assessment and Accreditation: Under the Dean's direction, provides leadership in college processes designated to evaluate undergraduate and graduate education programs. The Associate Dean for Assessment and Accreditation provides leadership to ensure that ongoing data collection, analysis, and data-informed program improvements result in successful accreditation site visits by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), the Texas Education Agency (TEA), the Council for Accreditation of Educator Preparation (CAEP), and the Council for the Accreditation of Counseling and Related Education Programs (CACREP). The Associate Dean for Assessment and Accreditation works closely with associate deans, department chairs and program coordinators who are responsible for preparing their respective reaccreditation processes to ensure that timelines are met and appropriate documentation is submitted. The Associate Dean for Assessment and Accreditation works closely with the Office of Educator Preparation and Accountability to ensure accountability reporting is accurate and submitted timely. The Associate Dean for Assessment and Accreditation has the responsibility for accreditation initiatives in the College of Education and P-16 Integration and teacher certification programs within the Colleges of Sciences, Liberal Arts, Fine Arts, and Health Professions. This individual is charged with ensuring that the college maintains a culture of continuous improvement for student success required for continuing accreditation status and contributes to the establishment and maintenance of strong P-16 partnerships.

Associate Dean for Undergraduate Studies: Under the Dean's direction, provides leadership for the development and maintenance of undergraduate educational programs within the College of Education and P-16 Integration. The Associate Dean for Undergraduate Studies works with associate deans, department chairs, faculty directors, and program coordinators to ensure the quality, availability, and accessibility of classes and resources across the Rio Grande Valley region. The Associate Dean for Undergraduate Studies supports class scheduling, academic and program policy development and review, and ensures that practices and policies are enforced and aligned with national/federal, state, institutional and college policies and initiatives as they pertain to the curriculum at the undergraduate level. The Associate Dean for Undergraduate Studies manages curriculum and student advising matters including requests for waivers, substitutions, application for graduation, among other student related undergraduate education issues. The Associate Dean for Undergraduate Studies provides oversight for student success initiatives, retention of first and second year students, transfer students initiatives, and student appeals and grievances processes at the undergraduate level. This individual also facilitates student-related events including recruitment and orientation events, and promotes student engagement through student groups and networking events. The Associate Dean for Undergraduate Studies monitors overall quality, rigor, and relevancy of undergraduate programs and oversees undergraduate curricular matters within the college. The Associate Dean for Undergraduate Studies works closely with the Offices of Student Success, Strategic Enrollment, Student Affairs, and other operations and student service units across the institution. This individual contributes to maintaining a culture of continuous improvement for student success and contributes to the establishment and maintenance of strong P-16 partnerships.

Associate Dean for Graduate Studies: Under the Dean’s direction, provides leadership for the development and maintenance of graduate educational programs within the College of Education and P-16 Integration, with the exception of doctoral programs. The Associate Dean for Graduate Studies works with associate deans, department chairs, faculty directors, and graduate program coordinators to ensure the quality, availability, and accessibility of classes and resources across the Rio Grande Valley region. The Associate Dean for Graduate Studies supports class scheduling, academic and program policy development and review, and ensures that practices and policies are enforced and aligned with national/federal, state, institutional and college policies and initiatives as they pertain to the curriculum at the graduate level. The Associate Dean for Graduate Studies manages curriculum and student advising matters including requests for waivers, substitutions, applications for admission, application for graduation, among other student related graduate education issues. The Associate Dean for Graduate Studies provides oversight for student success initiatives, degree progression, and student appeals and grievances processes at the graduate level. This individual also facilitates student-related events including recruitment and orientation events, and promotes student engagement through student groups and networking events. The Associate Dean for Graduate Studies monitors overall quality, rigor, and relevancy of graduate programs and oversees graduate curricular matters within the college. The Associate Dean for Graduate Studies will work closely with the Graduate College and the Offices of Student Success, Strategic Enrollment, Student Affairs, and other operations and student service units across the institution. This individual contributes to maintaining a culture of continuous improvement for student success and contributes to the establishment and maintenance of strong P-16 partnerships.

Associate Dean for Research and Faculty Success: Under the Dean’s direction, provides leadership for the development and maintenance of the research infrastructure, doctoral education, and faculty success and development in the College of Education and P-16 Integration. The Associate Dean for Research and Faculty Success coordinates with the dean the development and implementation of all faculty success initiatives. This individual collaborates closely with the Division of Research and the Office of Faculty Success to ensure that a culture for research excellence is maintained in the college. This individual supports faculty development and faculty review processes ensuring that departmental, college, and institutional policies related to faculty are fairly applied in a manner that promotes faculty success. The Associate Dean for Research and Faculty Success works closely with the dean, associate deans, and department chairs, to promote the quality, impact, and continuous improvement of the college’s research enterprise and doctoral programs. The Associate Dean for Research and Faculty Success supports the development, planning, and execution of the strategic direction of the college’s research activities to ensure alignment with the institutional and college strategic plans and with the university’s research focused priority. The Associate Dean for Research and Faculty Success enhances the competitive position of the college, supports the submission of proposals for external funding, expands opportunities for research-based professional development of faculty, and works with faculty to expand doctoral program offerings. The Associate Dean for Research and Faculty Success works with doctoral students and graduate research assistants to provide beneficial student activities and programming. This individual works closely with the Division of Research, Graduate College and the Offices of Strategic Enrollment, Student Success, and Student Affairs to set the recruiting, admissions, and degree progression strategy for doctoral programs and contributes to elevate doctoral education in the college. The Associate Dean for Research and Faculty supports doctoral level class scheduling, academic and program policy development and review, and will ensure that practices and policies are enforced and aligned with national/federal, state, institutional and college policies and initiatives as they pertain to the curriculum at the doctoral level. The Associate Dean for Research and Faculty manages doctoral curriculum and student advising matters including requests for waivers, substitutions, applications for admission, applications for graduation, and student appeals and grievances processes among other student related doctoral education issues. This individual is charged with fostering a culture of research and continuous improvement for student and faculty success and contributes to the establishment and maintenance of strong P-16 partnerships.

Department Chair: Provides leadership, management, and administration of the department and is responsible for consulting with and representing the interest of the department faculty on policies, plans, and procedures that affect the department. As per ADM 06-303 responsibilities include:

- a. Pursuing and achieving departmental excellence in teaching, research, and service;
- b. Strategic planning and goal setting aligned with similar efforts at the college and university level;
- c. Developing strategic initiatives and programming to help ensure student success;
- d. Management and professional development of faculty members and staff;
- e. Preparation and management of school or department budget;
- f. Recruitment, retention, evaluation and promotion of faculty;
- g. Development of curriculum;
- h. Communication with faculty and administration;
- i. Enforcement of applicable regulatory policies;
- j. Maintaining an environment of collegiality and shared governance;
- k. Addressing questions, complaints, grievances, and suggestions from faculty, staff, and students; and
- l. Performing other duties as assigned by the dean.

Director of Field Experiences: Under the Dean's direction, provides leadership in organizing rigorous, quality field/clinical experiences in teacher preparation programs and supports for graduate educator preparation clinical experiences in the College of Education and P-16 Integration. The Director of Field Experiences provides technical and administrative oversight of field-based experiences, clinical teaching, and residency, as well as supports for practicums and internships. The Director of Field Experiences is responsible for strategically planning quality early field experiences and placements. The Director of Field Experiences supports faculty, field supervisors, site supervisors, cooperating/mentor teachers, and other school district personnel who collaborate in educator preparation with training in coaching and mentoring candidates. The Director of Field Experiences supports graduate educator preparation programs with practicums and internships as needed. The Director of Field Experiences oversees field/clinical experience operations including but not limited to evaluation of candidates for clinical teaching and residency, coordinating placements for early field experiences, clinical teaching, and residency with participating school districts, planning for orientation and supervision of clinical teachers and residents, training of cooperating/mentor teachers, assignment and training of residency site coordinators, and hiring and training of adjunct faculty (field supervisors) to assist in the supervision of clinical teachers. The Director of Field Experiences provides leadership in the establishment and maintenance of strong P-16 partnerships and maintains open and consistent communication lines with school districts. This individual collaborates closely with the Director of Educator Preparation, and with associate deans, department chairs, and program coordinators. The Director of Field Experiences develops and implements procedures for evaluation of all components of the field/clinical experience programs. This individual supports accreditation requirements and compliance with Texas Administrative Code while contributing to maintaining a culture of continuous improvement for student success.

Director of Educator Preparation: Under the Dean’s direction, provides leadership for educator preparation and certification in the areas of curriculum alignment, admissions, testing, certification, and accountability reporting. The Director of Educator Preparation provides administrative oversight of the Office of Educator Preparation and Accountability (OEPA). The Director of Educator Preparation ensures that the UTRGV EPP is in compliance with Texas Administrative Code and undergoes successful continuation reviews. This individual works closely with associate deans, department chairs, program coordinators and faculty to ensure that the curriculum of the various programs that lead to educator certification is aligned to Texas Administrative Code and the appropriate educator standards to ensure student success. The Director of Educator Preparation supervises all major functions of OEPA, including but not limited to admissions to the Educator Preparation Program (EPP), guidance on certification processes, certification testing approval, and verifying candidates’ eligibility for certification by the Texas Education Agency upon completion of program requirements. The Director of Educator Preparation ensures appropriate supports are in place to assist candidates applying for admission into initial teacher certification programs and professional class certification programs and oversees the processing of applications. The Director of Educator Preparation ensures candidates make adequate progress towards certification and provides guidance to candidates regarding the appropriate State of Texas examinations required for educator certification, certification exam preparation, certification testing approval processes, and eligibility for Texas educator certifications. The Director of Educator Preparation collaborates with Career Services to support candidates at program completion. The Director of Educator Preparation also collaborates in establishing and maintaining strong P-16 partnerships, and serves as the liaison between the College of Education and P-16 Integration and the Education pathways at the UTRGV collegiate high schools. The Director of Educator Preparation communicates regularly with federal, state, and local agencies and provides data as required for state and national accreditation, continuation approval, and state and federal reports and mandates. This individual also contributes to maintaining a culture of continuous improvement for student success.

APPENDIX C: PROVISOS

Provisos governing the first three years of the College of Education and P-16 Integration Bylaws

Section 1- Article V- Length of Terms

1. To initiate the staggering of terms, 1/3 of each of the standing committee members shall be randomly selected to be one-year appointments, 1/3 to be two-year appointments, and 1/3 to be three-year appointments.
2. Any committee member serving a one- or two-year appointment is eligible to serve one additional three-year term.
3. The beginning of the term of any initial committee member shall be calculated from September 1, 2016 notwithstanding prior appointment.

Section 2 – Article VII Adoption and Amendment to the Bylaws

1. During the first three years following adoption of these bylaws, amendments thereto may be approved by a simple majority vote of the General Faculty constituting a quorum